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ABSTRACT

This publication describes over 100 activity-oriented programs in which students learn through a combination of direct experience and associated instruction or reflection. Students are involved in cross-age tutoring, community services, on-the-job work experiences, foreign or domestic travel with an organized group, political campaigns, field trips, art show productions, movie making, and still photography. Information was gathered in the spring of 1975 when the Student Community Involvement Project of the University of Minnesota and the Minnesota Association of Secondary School Principals sent out a questionnaire to all secondary schools in the state to determine how many of them had adopted action learning. Names to contract for further information on the projects are provided for each school. Additional resources and references are also included. (Author/RM)

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ACTION LEARNING IN MINNESOTA

by

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Center for Youth Development and Research

University of Minnesota and

Minnesota Association of Secondary School Principals

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FOREWORD

This volume is intended to help school systems to become involved in Action Learning, a program of education that is particularly meaningful to young people. We learn by doing! All of the research in education tells us that we learn best when we are involved physically as well as mentally, because from this involvement comes the necessity to learn. Action Learning produces this kind of involvement!

Minnesota Association of Secondary School Principals is proud to endorse this publication, and congratulates the staff of the Center for Youth Development and Research for developing this fine publication.

David W. Meade
Executive Secretary
Minnesota Association of Secondary
School Principals

CONTENTS

FOREWORD v

INTRODUCTION 1

30 ACTION LEARNING SCHOOLS 4

- Albert Lea High School 4
- Armstrong High School, Robbinsdale School District 5
- Bloomington Kennedy High School 6
- Braham High School 5
- Blake Schools, Minneapolis 7
- Brainerd High School 8
- Duluth Cathedral High School 9
- Hastings Senior High School 8
- Hoffman High School 10
- Hopkins Eisenhower High School 11
- Lincoln Senior High School, Thief River Falls 12
- Minneapolis Public Schools
  - Central High School 13
  - Folwell Junior High School 13
  - Henry High School 14
  - Marshall-University High School 14
  - Southwest High School 15
  - Urban Arts/Humanities Program 15
  - West High School 16
- Nicollet Junior High School, Burnsville 17
- Regina High School, Minneapolis 18
- Roseville School District 19
- St. Paul Public Schools
  - Central High School 20
  - Harding High School 21
  - New City School 22
  - St. Paul Open School 23
  - Wilson Junior High School 24
- Southlands District High School, Adams 25
- Twin City Institute for Talented Youth 26
- Watertown High School 26
- Worthington High School 27

A POTPOURRI OF PROGRAMS AND IDEAS 28

RESOURCES 32

INTRODUCTION

Over the past several years, 5 national commissions and panels have addressed the question of how our schools can best promote the full intellectual, emotional, ethical, and physical development of American adolescents. The 5 commissions were sponsored by the Office of Education, the President's Science Advisory Committee, the National Association of Secondary School Principals, and the Kettering and Ford Foundations. They differed in style and substance but did agree on one major finding: that the barriers between youth and the larger society could be reduced by increasing their participation in the "real" world outside the school. They urged the schools to offer young people action learning--the opportunity to be part of and make worthwhile contributions to their communities. They documented the need for high school students to encounter a broader range of people and experiences, to have more active and practical learning, and to be allowed to actually accomplish something instead of just reading and talking about it.

What is Action Learning?

Action learning is learning through a combination of direct experience and associated instruction or reflection. Because it is still a developing practice in secondary education no one label is universally used and accepted. Synonyms abound--service learning, youth participation, community-based education, experiential education, community involvement. The purposes and kinds of student experiences often vary according to the label employed. In "service learning," volunteering in projects that fulfill community needs may be emphasized. "Experiential learning" may connote activities more focused on self-development such as travel or internships. What binds them all together is an emphasis on the personal involvement of young people in the wider community and the recognition that learning does and should take place outside the classroom. Action learning activities include, but are not limited to, volunteer service, internships, social and political action, community surveys and studies, shadowing a person to explore a career, living in another culture, and work experience.[1]

[1] Work experience, cooperative education, and distributive education programs will not be described in this publication. This is not to lessen or detract from their significance, but to recognize that they are already well accepted and widely available to secondary students. They can, in fact, serve as useful models for solving many of the administrative problems encountered in establishing action learning.

In some disciplines, most notably industrial arts and home economics, practically applying what is taught is the *sine qua non*. In other fields such as sociology, math, English, health, history, and government, the connection between theory and practice is made less often. Thus, what may be hailed as an innovation in one discipline may be an established tradition in another. In this booklet, the bulk of examples will come from the curricular areas where "learning through doing" is less common.

Action Learning in Minnesota

Have schools in Minnesota adopted action learning, a rapidly developing movement in secondary education? In the Spring of 1975, the Student Community Involvement Project (Center for Youth Development and Research, University of Minnesota) and the Minnesota Association of Secondary School Principals sent out a questionnaire to all secondary schools in the state in order to answer that question. More than 100 schools replied that they did have students in action learning. Some principals reported having several hundred junior high students involved in cleaning up their environment. Others described programs in which high school students served their local government by conducting studies and surveys. Still others reported their students serving as tutors, teachers, and aides within their own school. In almost every case, the participation of students in new roles in the school and community was of recent origin and was still experimental. The respondents were nonetheless enthusiastic about their current programs. Many announced intentions of expanding to include more students in more varied community placements.

The Objectives of Action Learning

In reviewing the comments of the respondents and the written materials they enclosed on their programs, several distinct purposes for offering action-learning emerge. Some see it as primarily contributing to the young person's social development--his sense of responsibility for the welfare of others, his ability to be independent and self-sufficient, and his capacity to make responsible decisions. Others focused on the benefits of action learning for a student's intellectual development, noting that academic subjects take on added significance when students can test theory with practice and apply their classroom learnings to real problems. Giving students firsthand knowledge of some occupational options was seen as an important objective by some. A junior high school principal talked

about the psychological benefits of involving youth in community service. He noted that many of his students developed a healthier view of themselves, found a new sense of purpose and direction and felt the satisfaction of being good at something. Still others emphasize the contribution their students have made to the community--making it possible for a school to run its own program for the severely handicapped, operating the only recycling center in town, recording and preserving the history of the area, providing free pre-school experiences for children, building houses to sell at cost to low-income families, and advising the city government on where to build bike paths. Some stressed the benefits to the school which came from breaking down barriers between it and the wider community. Still others spoke movingly of the necessity of actually practicing the values that can so easily be reduced to the "sounding brass and clanging cymbal" of pulpit and platforms.

Implementation of Action Learning

With approximately 140 schools reporting the presence of action learning programs, it is obvious that the schools involved fit no one particular mold. The programs described in this booklet are found in rural schools with 75 students as well as in inner city and suburban schools with several thousand students. They are in public, parochial, and private schools. The programs represent widely divergent philosophies and models. Some are for the academically able students; others primarily for those who are "turned off" to school. In most cases, action learning programs are open to and attract a cross-section of students representing the total range of academic achievement and behavioral reputations.

The structure, staffing, scheduling, and crediting of action learning programs is described in detail in the following pages. From analyzing the various ways in which schools participating in action learning relate their student-community involvement activities to the total school program and structure, five general categories emerge. The continuum below represents a movement from least integration into the school curriculum on the left to most on the right.

Volunteer bureau	Community action credit	"Lab" for existing courses	Community involvement course	Action learning center
1	2	3	4	5

1. *Volunteer Bureau*--Students volunteer for the intrinsic value of volunteering and receive no academic credit in programs of this type. In some cases, the work is done during the student's unscheduled time or during a study hall. Jackson Junior High in Champlin (p.28) is an example. Another way of carrying out a volunteer program, but one that requires more support and coordination with the rest of the faculty, is to release students during their classes (usually a day or half-day a week) or rearrange their schedules to allow them to work in the community. Both Folwell Junior High, Minneapolis (p. 13) and Duluth Cathedral (p. 9) are examples of the latter type. In both types of volunteer programs a coordinator, either on a full-time or part-time basis, identifies and places students in involvement opportunities and follows up and reviews the student's work.

2. *Community Action Credit*--Community experience is not only facilitated and encouraged by the school in this type of program, it is credited as well. This is often done in the form of community service credit based on some established number of work hours. It may or may not be in lieu of credit for regular academic courses. Often a student prepares a proposal of what he or she wants to do and if approved, the student acts on the proposal in the time blocked out. For some, it may be one full day a week, for another, an after school activity, and in some cases students may be given from a month to a semester away from school to participate. The key point, however, as far as the continuum is concerned, is that the community activities are not performed within the context of a regular school course. It is essentially an off-campus experience with limited supervision by school personnel. There may be an occasional seminar with an adviser or other participants, but the learning is seen as being in the doing. Examples of this model include the Educational Opportunities Extension Program at Kennedy High School in Bloomington, (p. 6) the Family Designed Learning at Edina East (p. 29).

In both the volunteer bureau and community action credit, the student has the primary responsibility for initiating his community experience. This has implications for the kind of students who participate in these two models.

3. *Laboratory for an Existing Course*--Students in existing courses use either long-term community action or extended observation in this model as a way to "reality test" course content, gather data and examples, and make use of what is learned in the class. Students may engage in community activity during school hours or after school depending on the student's schedule and agency need. This is often done in lieu of a more distasteful

requirement such as a research paper. In most cases, the course curriculum is left pretty much as it would be without the experiential component. Often, however, this procedure leads to a gradual altering of topics and approaches to coincide with kinds of experiences students are having in the community. A healthy pressure develops to provide more practically useful information, more techniques for systematic observation, and more generalizable principles for integrating the rich but varied data gathered through the community experience. Generally, the classroom teacher is responsible for helping students find appropriate off-campus experiences and general supervision of students. In some cases, one day a week is set aside specifically for talking about the involvement activities. Examples of this model are numerous: Armstrong High School's 12th grade social studies course (p. 5), Blake's Social Psychology and Comparative Childhood courses (p. 7), and Regina's Consumer Math, Home Economics and social studies courses (p. 18).

4. *Community Involvement Course*--This model attempts to combine the strong features of the last 2 into a course which exists as an integral part of the school's academic program. Here, the community experience forms the heart and is the primary focus of the course. Experience is combined with an ongoing classroom experience where the emphasis is on providing knowledge, skills, and generalizing principles to assist students in interpreting their experiences and in operating more successfully in their placements. Students generally perform their community work 3 or 4 days a week and are in the classroom the rest of the week.

The important difference between this approach and model 3 (laboratory for existing courses) is that all the classroom activities are directly related to and integrated with the community experience. Examples include Eisenhower High School's "Social Psychology in Action" (p. 11), Thief River Falls-Rochester's Community Action Program (p. 12), and Worthington's Student Community Involvement class (p. 27).

5. *Action Learning Centers*--There are several ways of organizing this model. One is a district wide learning center, which can allow for more specialized and varied community involvement programs than a single high school could usually offer. Students from several high schools would have the option of attending a learning center for a part of the day. Typically, students might spend half of their time for one semester at the center. Some of the advantages of such an approach is that it allows the teachers who have the skills and experience with action learning programs to work with students from all over the district. Secondly, it increases the available pool of students for specialized offerings. Finally, it provides a mechanism for initiating action learning without the dissension that changing the curriculum and the schedule might cause in some schools. The New City School in St. Paul (p. 22) and the Urban Arts Program in Minneapolis (p. 15) are examples of this model.

A second kind of action-learning center is the "school within a school" concept. Here, students can choose to spend half-time or full-time within a program focused on community involvement. Often it is an interdisciplinary program. Students receive credit in several disciplines and the teaching staff comes from several subject matter areas. Project AWARE at Marshall University High, Minneapolis (p. 14) and Quest at St. Paul Central (p. 20) are examples.

While this, as any typology, becomes ludicrous when applied too literally, it should be helpful in comparing the programs described and as a guide to arriving at what may be most feasible and appropriate in one's own setting.

What follows is an overview of the kinds of action learning programs currently operating in Minnesota secondary schools. Limitations of space, gaps in information, efforts to be concise, and a desire to minimize duplication may have resulted in some oversights. While the list is not exhaustive in terms of specific schools, it probably comes very close to including all major types and styles of action programs.

The next section describes in some detail the background, purpose, and structure of the community participation efforts in 30 Minnesota Schools. In most cases, the name of a contact person is listed for further information. The final section, A Potpourri of Programs and Ideas, consists of very brief sketches of 30 additional action programs around the state, highlighting their imaginative use of community resources as well as practical steps for administering these programs.

30 ACTION LEARNING SCHOOLS

ALBERT LEA HIGH SCHOOL

504 West Clarke
Albert Lea, Minnesota 56007

Principal: Jack Edling
Enrollment: 1,650 (10-12)
Students Involved: 50
Tutoring in Social Studies

The demand for "Cross Age Tutoring," a new social studies course at Albert Lea, was so strong that less than half the students who initially signed up for it could be enrolled. The reason for its popularity is best explained by the teacher in charge, who states, "In my 19 years of teaching, I have yet to teach a course where the needs of the students were more nearly met." The principles underlying Cross Age Tutoring are: 1) teenagers can have a strong influence on elementary-aged children; 2) the best way for the older student to learn is to help someone else learn; 3) student helpers experience acceptance by adults which influence their attitudes toward education and the older generation; and 4) both younger and older students can begin to actively influence their own education by giving feedback to teachers and by becoming responsible initiators.

Students tutor in elementary schools on Monday through Thursday and spend Friday in class. They work in 6 elementary schools where the principals are asked to create 10 positions. The tutors spend 80 minutes each day with their tutees, though the actual class is only scheduled for 50 minutes. The extra time is gained by having the students schedule a study hall immediately after the class. An intensive, 3-week orientation is given which includes a full day "Practicum in Educational Sensitivity." Other activities include sessions with the school psychologist, grade school teachers and principals, SLBP teachers and social workers. After the students begin their tutoring, Fridays are devoted to discussions of mutual problems, ideas for making learning fun, and practical tips on how to work with and motivate children.

Because the emphasis of the program is on the relationship that develops between the younger and older student, one-to-one or small group work is required. Tutors are also encouraged to spend time with their tutee outside the classroom as another way of strengthening the relationship. It is not unusual for a high school student to take "his student" to the Friday night wrestling match.

The motto for the program might be "do more than is necessary." Often the tutors are at the grade school by 7:45 A.M. to give their student extra help. School starts at 8:20 A.M.!

Contact: Paul Ehrhard

The best way to learn

is to help others learn.

ARMSTRONG HIGH SCHOOL

10635-36th Ave. North
Plymouth, Minnesota 55441

Principal: G. L. Scarbrough
Enrollment: 2,000 (10-12)
Students Involved: 670
Community Lab for Social Studies

Six hundred seniors at Armstrong High School perform tasks in the community as a part of their 12th grade social studies classes. Though not a requirement, more than 90% of the seniors choose to do community service instead of writing a research paper. Students work in political campaigns, voter registration drives, day care centers, elementary and junior high schools, nursing homes and any other place where they are needed in the Robbinsdale-Plymouth area. The only criteria for selecting placements is that the students work with people, not in clerical jobs. Finding placements for such a large number of students might seem problematic, but holding a community fair in the fall has solved that dilemma. Community agencies desiring student assistance set up tables or booths, and students shop around for a placement that interests them and meets their time and transportation restrictions. Students do their volunteer work during unscheduled time during the school day or after school.

This approach, using the community as a laboratory for existing courses, is easily replicable because it does not require any immediate change in curriculum, school structure, or staff deployment. In most cases, even the course content is not dramatically altered. The difference is that students now can gather real data for testing theoretical knowledge and formulating new understandings for practicing and productively using what is learned in class. Often, as at Armstrong, a day a week is set aside specifically for talking about the involvement activities.

Armstrong began their program 5 years ago, and it has been replicated in several high schools in the state--Cooper in Robbinsdale, St. Louis Park, and at Eisenhower and Lindbergh in Hopkins.

Contact: Jim Kyle

BRAHAM HIGH SCHOOL

Braham, Minnesota 55006

Principal: Gene Gardner
Enrollment: 612 (7-12)
Students Involved: 40
Preserving Local History

Action-learning began at home for the social studies department at Braham High School. During the 1973-74 school year, in a move perhaps not many would dare emulate, a special sociology class was organized to evaluate the social studies curriculum of the school. The students conducted several hundred interviews with Braham area clergy, businessmen, farmers, school personnel, and students. The purpose was to determine how the social studies curriculum could best serve the needs of the students and the community. At the conclusion of the course they summarized their findings and presented their recommendations to the school faculty and administration.

The recommendations were clear and constructive. Students asked for courses in minority studies and women's liberation. They wanted more emphasis on how religious ideas and groups affect their immediate lives. They suggested an expansion of opportunities for independent study, and urged strong emphasis on career and consumer education. A final recommendation was for a course in state and local history.

Students at Braham piloted the first course to be offered as an outcome of this study during the 1974-75 school year. It is a course on the History of Minnesota, with special emphasis on Isanti County, and was developed by the students themselves under the guidance of their instructor. By necessity, as well as design, it is very much an action learning course. Most of the local history and culture of the county is recorded only in the memories of local residents. Students interview people throughout the area, record their recollections, and re-learn some of their skills. As these are collected, they add to the store of other resources used, such as published records, media materials, and field trips to significant historical sites. The course is viewed as a developing process, with each group's discoveries contributing to its improvement.

Needless to say, this course will continue to be offered as a regular social studies course at Braham. Future plans include restoring a local church in an historically accurate way.

Contact: Gary Skarsten

BLOOMINGTON KENNEDY HIGH SCHOOL

9701 Nicollet Avenue South
Bloomington, Minnesota 55420
Educational Opportunities Extension Program

Principal: Donald Hasbrouck
Enrollment: 2100
Students Involved: 2-300

In a large school, with several experience-based learning options, effective coordination of experiences can present a significant management problem. Communication of available options to students, control of flow of people in and out of the building, overlapping requests to community agencies, duplication of programs, and effective evaluation are just some of the issues that can arise.

In order to alleviate these problems Kennedy High School in Bloomington combines all off-campus learning experiences under one director in its Educational Opportunities Extension Program. The program aims to make education more meaningful and purposeful by providing students "with an opportunity to experience problems, successes, failures, and compromises involved in real life situations." The available "situations" are as follows:

Community Service Program--The opportunity to do volunteer work is offered to 10th, 11th, and 12th grade students in a non-profit organization he/she understands and supports. Students assist in services which would otherwise be limited by organizational budgets. A student may earn 1/2 credit each semester, the equivalent of one class period per day.

University, College or Technical School--An 11th or 12th grade student may take course work from an approved school through this program when such courses are not available at Kennedy. The student must contact the school and make arrangements for the course work. The student receives the grade earned at the educational institution he/she attends. Up to 2 credits may be earned under this program. This credit cannot be used to meet state requirements for graduation but is counted in addition.

Specialized Work Experience--This work experience program places the student in one of the business, manufacturing, or service agencies which make up the economic life of the community. This work experience is of a specialized nature beyond the scope of courses offered in the school district. It is for the student who has demonstrated outstanding talent and potential in courses available in a specific curricular area. A student may receive 1/2 credit each semester.

Foreign or Domestic Travel with an Organized Group--Students in the 11th or 12th grade may travel with a group for the purpose of learning about the people and places visited. The student's teacher must approve of the objectives and indicate in what way they will enhance the student's classroom experience. One credit is the maximum that can be earned.

Junior Achievement--School credit may be given to any Kennedy High School student who joins the Junior Achievement Program, to learn about starting and operating a business. One and 1/2 credits is the maximum a student may earn over three years.

School Service Program--Volunteer service is given to a department, office or teacher within a given school building by 10th, 11th, and 12th grade students under the supervision of a teacher/school district employee. A student may receive 1/2 credit each semester.

During any one semester, between 100 and 150 students are involved in some aspect of the Educational Opportunities Extension Program. The bulk of them participate in School Service, College or Technical School, and Junior Achievement. On the off-campus site they are supervised by a qualified adult who has responsibility for training, guiding, and evaluating the student, and informing the Program Director of any problems that occur. General school supervision is the task of the Director who has the responsibility of communicating the offerings of the program to the students, interviewing and counseling prospective students, arranging interviews with prospective supervisors, periodically visiting the students and their supervisors, translating supervisor evaluations into grades, and completing an annual evaluation of the total program.

Contact: David Arens

BLAKE SCHOOLS

511 Kenwood Parkway
Minneapolis, Minnesota 55403
Community Laboratory in Social Studies and Biology, Senior Program

Director: Randy Brown
Enrollment: 320 (9-12)
Students Involved: 140

Action learning takes many forms at Blake School, a private, coed school in Minneapolis. Field placements, from 2 to 8 hours per week, are an integral part of courses in biology, political science, child development, and urban studies. In courses in social psychology and constitutional studies, the community is used for first-hand observations of social institutions and the legal system. Seniors can immerse themselves in a full-time community experience for 9 weeks; and any student with free time during the school day can volunteer (without credit) in a myriad of community organizations near the school--art museums, hospitals, theatres, and social agencies.

All of these action-learning experiences have been facilitated through the Department of Student Involvement, which was created in 1971 at Northrop Collegiate School. Northrop subsequently merged with Blake, and the department now serves the merged facility. Students, together with a faculty member (on a 60% basis) staff the department. It serves as a clearinghouse for a number of school-community interactions. During its first two years, a substantial number of students were placed in uncredited, volunteer service. During the past year, interests of students and staff shifted toward community placements that are part of regular courses. Faculty and students both agree that this provides a richer learning experience. In the classroom, student observations and experiences can be illuminated and amplified with organized knowledge.

The department now serves primarily as a resource to faculty members seeking resource people, field trip possibilities, and field experiences for their students. Courses, with action-learning components include:

Micro Urban Studies--In this semester course, the concept of community is studied intently and directly as field placements, field trips, guest speakers, surveys and texts are employed to explore the neighborhood immediately surrounding the school. The theme of the course is "Birth to Death on Hennepin Avenue," and the neighborhood is analyzed from the perspective of how it meets the needs of the various age groups that live there.

Politics--In this course, each student is required to work 2 hours a week in a political campaign to gain first-hand knowledge of the political process.

Constitutional Studies--Several kinds of community resources are used in this class including field trips to courtrooms and correctional facilities and classroom speakers such as former jury members and judges. What is particularly noteworthy is that a lawyer comes every day to team-teach the course with two social studies teachers. His first-hand knowledge of the law and his access to the people and places in the legal system makes the abstract notions of justice and reason come alive.

Medical Biology--The core of this course is the field experience at General Hospital in Minneapolis. Students work a minimum of 8 hours in the emergency room, some even giving up their Friday and Saturday nights to volunteer when the need is greatest. They meet at school 1 hour a week for instruction in first aid, how to take blood pressure, and how to monitor the vital signs. A biology teacher and hospital staff persons jointly teach these seminars.

Social Institutions--In this social psychology course, students study institutions such as prisons, schools, hospitals, nursing homes, free clinics, and alternative economic organizations through a combination of first-hand observation and classroom work. A detailed study of one institution--either through volunteering or a long-term, directed observation--is required.

Comparative Childhood--In this social studies course, students study child-rearing in various cultures. Beside field trips to a variety of child care facilities, such as a day-care center for Chicano children and an American Indian Movement school, students are required to work two hours a week with children.

Senior Program--In the fall, students submit proposals for their spring trimester project, a full-time, 9 week involvement. If approved and completed, the equivalent of a full trimester's credit is granted for such activities as working for Common Cause in Washington, D. C., at Mia Cultura, a bilingual daycare center, the Fresh Water Marine Biology Institute, writing and producing a play, and living on a kibbutz in Israel.

Contact: Ann Hutchins

BRAINERD HIGH SCHOOL

300 Quince Street
Brainerd, Minnesota 56401

Principal: James Hunt
Enrollment: 1750
Students Involved: 75
Service Learning in Social Studies
Resort and Recreational Occupations

Brainerd High School offers a staggering number and variety of courses to its students, several of which involve direct interaction between school and community. The social studies department alone has nearly 70 separate course offerings, with resource people and direct observation being a common feature in many of them.

Two of the courses are especially strong action-learning models. A "Sociological View of Mental Problems" deals with mental illness and mental retardation. It combines 3 days a week in the classroom with 3 hours a week in volunteer work in Brainerd State Hospital. A strong relationship is maintained with the Volunteer Service Coordinator at the Hospital who assists the classroom instructor in orienting students to work in the Hospital, arranging sessions with mental health professionals, and placing and supervising the students. In exchange, the Hospital benefits from a continuing volunteer work force for its residents.

In "A Sociological View of Old Age and Poverty," students spend 2 hours a week in the classroom studying issues related to the welfare system and to problems of old age and death. One hour each week is spent as a class helping at a day activity center for retarded adults. The remainder of the course requirement is 3 hours of volunteer work per week. Most students meet this requirement by staffing a pre-Head Start play school which meets twice a week in the sociology classroom. Others meet the requirement by working at a nursing home or by being a Big Brother/Big Sister to a child in need of guidance and companionship.

Like most vocational programs, the "Resort and Recreational Occupations" course involves learning by doing. An added feature of this program is that the students learn and practice this vocation by working at Camp Confidence, a year-round outdoor recreation facility for mentally retarded persons. The camp was built and is maintained by volunteers in the Brainerd community--now including these students. The students, who themselves have special needs, learn about management and maintenance, construct paths and ski trails, fix and repair boats and motors, do landscaping, and generally help make this camping program a reality.

Contact: Marilyn LaMourea

HASTINGS SENIOR HIGH SCHOOL

11th and Pine Street
Hastings, Minnesota 55033

Principal: Martin Hanson
Enrollment: 1350 (10-12)
Students Involved: 150
Learning Communication Through Community Service

"It all boils down to a problem in communication." That statement has come to be more of an empty cliché than an astute analysis, and no one seems to know what to do about the problem. But in an English class at Hastings High School, students are placed in situations presenting new and very real communication problems. The course is designed to help them work on these problems and apply their tentative solutions in these settings.

The class, "Communications: A Social Responsibility," is scheduled for the last hour of each school day. Students are in a field placement 2 or 3 days each week during this hour where they are involved with people and environments which are not part of their ordinary experience. A student with younger brothers and sisters would, for example, be placed at a retirement home or the State Hospital rather than an elementary school or child care center. The other days they are in the classroom where they discuss communication issues arising in their placements, examine the factors interfering with good communication, and work on both oral and written communication skills. Daily journals, readings, and resource people are also used to integrate theory and practice in this unique English course.

Summer school at Hastings provides another occasion for action learning. Science and English form the curricular framework for a summer wilderness experience. Outdoor literature, study of natural resources, creative writing and ecology are combined with a trip through the Boundary Waters. Back at home, other students combine classroom work with community internships as they study their own community in a social studies course.

Contact: Bill Schultz

DULUTH CATHEDRAL HIGH SCHOOL

1215 Rice Lake Road
Duluth, Minnesota 55811
All School Volunteer Program

Principal: Frank Lovett
Enrollment: 600
Students Involved: 200 plus

Service to the community is an integral part of the total school program at Duluth Cathedral High School. Each week nearly 200 students contribute over 600 hours of service to 2,000 people in 58 different agencies. The program is called Cathedral Community Commitment (CCC). It was named the Outstanding Volunteer Student Group of the Year in the Duluth area in 1975.

Each Wednesday students are released from school for periods ranging from 2 to 7 hours--according to their schedule and their enthusiasm for their volunteer work. Typical placements include elementary schools, hospitals, agencies for the handicapped, "meals on wheels," and some private homes. The work is completely voluntary, no regular credit is given, and all students are eligible to participate. For students who are interested in CCC, but cannot arrange to participate regularly, a "one shot" approach is available. These students are not assigned to an agency on a regular basis, but respond to calls for special assistance such as helping a family move, distributing Christmas gifts, and the like.

With most regular participation occurring the same day each week, many classes are quite small on that day. This allows teachers to give more individual attention to students who remain, and/or to periodically observe or even work with the student volunteers in their field placements.

That Cathedral highly values this kind of student experience is evidenced by their hiring a full-time coordinator to organize and implement the program. It is the responsibility of the coordinator to make arrangements with the agencies to provide the various services, interview the students, arrange their placement, talk with them about their work, and generally see that the students are where they are supposed to be, and that both the agency and the students are satisfied.

Last year, 95% of the students involved felt they had been of help and made a difference in another person's life. That the feeling is mutual is evidenced by the following:

> David was evaluated last year and had an estimated IQ of 35. His social level was two years. During the year, with Cathedral students working with him, he gained 25 points on his IQ and advanced 14 months in the past 12 months. His previous advancement was 6 months per year. This was possible because of the one-to-one relationship provided by the student volunteers.

Contact: Sr. Raymone Kral

'The only ones among you who will be happy are those who have sought and found how to serve.'

Albert Schweitzer

HOFFMAN HIGH SCHOOL

Hoffman, Minnesota 56339

Principal: Richard Parks
Enrollment: 200 (7-12)
Students Involved: 65 (every 11th and 12th grader)

Community Service in English

Fifty hours of community service is part of the English requirement for all junior and seniors at Hoffman High School. Why? To provide a source of experience to enliven written work is one reason. To help students appreciate and participate in their own community is another. Most basically, however, is the conviction that extensive involvement with slow learners, elderly, and retarded persons "develops empathetic understanding, concern for others, and the ability to place oneself in another's situation--habits of heart and mind that are as basic to skilled reading and literary understanding as to human service."

For 6 weeks of the year, during English class periods, each 11th and 12th grader works directly in 2 or 3 community institutions: a home for the retarded, a residence for the elderly, and an elementary school. Juniors spend 2 weeks (10 hours) in each, and seniors select 2 agencies and spend 3 weeks (15 hours) in each. In the placements, they are under the joint supervision of the Project Director and professionals of that agency. Students are encouraged to develop close personal relationships with the people they are helping and to enrich the programs available to them. They visit, play pool, and practice hobbies with the elderly; tutor and sing with elementary children; lead lively, therapeutic exercises with the retarded people.

The students are given 2 weeks (10 hours) of training before they enter the program. In preparing for work with the elderly, for example, the students immerse themselves in a study of the aged: physical disabilities, depression, anxiety, death, and dying. In order to be able to help retarded adults overcome speech impediments, students learn the use of a Language Master. To make their tutoring effective, students study techniques of teaching children to read.

During and after their service work, students write three papers: a case history of an individual they have worked with, a description of a problem existing in each of the institutions, and an outline of possible solutions. When they finish their work in the institution, each student must analyze four case histories of persons similar to those with whom they have worked.

Project Input, as the program is called, has been glowingly praised by students, school staff, and by the people with whom the students work. It has been recognized in national publications as an outstanding school program. During the first 3 years, the Project was helped by a grant from the Minnesota Council on Quality Education.

Contact: Peggy Hendrickson

There indeed is little doubt that for many people growing old is a way to destruction and darkness. But there are many others--maybe hidden by their young friends or made strangers by our own fears--for whom growing in years is growing to the light and who are keeping alive for us the art of telling top from bottom in the midst of our fragmented existence.

From AGING by Henri Nouwen & Walter Gaffney

HOPKINS EISENHOWER HIGH SCHOOL

1001 Highway #7
Hopkins, Minnesota 55343
Community Lab for Social Studies, Recording Local History, Play School, Teaching Swimming, First-Aid and Bike Safety

Principal: Donald Coppins
Enrollment: 1,300 (10-12)
Students Involved: 300 (primarily 12th grade)

Each school year, the Hopkins community receives the benefit of some 20-30,000 hours of service from area students. In return, the students receive the satisfaction of making a valued contribution, and the benefit of gaining, testing, and applying knowledge through direct experience.

Students in 12th Grade Social Science may elect to substitute 2 hours per week in community service for the traditional research paper or book report requirement. About 80% choose this option. They work in elementary schools, day care centers, nursing homes, the district's hearing and vision clinic, a recreational program for retarded persons, do special projects for the city government, and much more. Most work is done during a student's unscheduled time or after school, and each student is asked to keep a journal, share his experiences in class and/or make a final report. Evaluation is done by agency supervisors and through individual conferences with their social studies teacher.

Social Psychology in Action is a 2-hour social studies class in which students spend 3 days (6 hours) in a community placement, and 2 days (4 hours) in class or individual study. Subject matter in class and individual study includes the psychology of human development, socio-political-economic aspects of institutions, skill-building in working with others, etc.. This is the equivalent of 2 regular social studies classes.

A combined English-Social Studies course gives students a 2 hour block in which they research the history of their community, reconstruct a historic settlement, publish and display information on the development of their community, resurrect "lost arts" of older citizens, etc.. During the coming year these students will play a critical role in their community's bicentennial celebration.

Sociology of the Family (now a home economics course) in most years culminates in a month-long pre-school program for Hopkins 4-year-olds conducted by Hopkins Eisenhower High School students.

Drownproof Hopkins is a program with the aim of giving swimming skills to all Hopkins youngsters. Each Saturday morning, under the direction of and with prior training from the swimming coach, high school volunteers--The "IKE GUARD"--give free swimming lessons to nearly 100 elementary school children. A yearly "swimathon" is conducted to provide free bus transportation to these sessions. Members of the "IKE GUARD" may use this activity as their community service for their 12th grade social science course.

Other action programs include Health students teaching first aid, Phy Ed students teaching bicycle safety to elementary students, the Ecology Club's recycling effort, career exploration through Explorers, Tutoring with an elective credit, and a Student-Businessman Exchange program in which teenagers spend one day with a businessperson at their place of business and the business person spends one day with the student in his school.

Contact: Elayne Ballard
Dan Conrad

I hear to forget

I see to remember

I do to understand

LINCOLN SENIOR HIGH SCHOOL

First and Knight Road
Thief River Falls, Minnesota 56701
Community Action Program--Social Studies

Principal: Frank Hamerlinck
Enrollment: 1040 (9-12)
Students Involved: 50

Thief River Falls was one of the first schools in Minnesota to offer a service-learning course as a regular offering in its social studies department. Community experience forms the heart and the primary focus of the model employed at Lincoln High School. This model does not assume that experience is necessarily or automatically educational; an ongoing classroom seminar is considered essential to the learning process. In the classroom, students learn theories, concepts, and skills to help them draw meaning from their raw experiences and to help them become more effective in their work.

The course at Thief River Falls is called the Community Action Program (CAP) and began in January 1974. It is open to 25 students each semester in grades 9 to 12. Students are required to spend 1 hour per day, Monday through Thursday, doing volunteer work at 7 different social service agencies, including elementary schools, board and care homes for the aged, a hospital, a day care center, and a day activities center for mentally retarded adults. Each Friday the students meet in class where the subject matter is related directly to the experiences they are having and the kinds of people with whom they are working. Students working with the elderly, for example, may receive information about the problems of senility and other problems that often may be mistaken for senility. Specific ideas are shared on things to do when they return to the nursing home. While some of this course work includes readings, it depends primarily upon class discussion, field trips, films, special training workshops, and role playing.

Future plans include adding more class sections, since the demand for CAP is more than double the actual number of students that can be accommodated. Also, it is hoped that CAP can be expanded beyond social service agencies to include municipal, county and school governmental bodies, the historical society and voter registration drives. The exclusive reliance on placements in the human services to this point stems from the coordinator's conviction that students should be engaged in productive tasks that fulfill community needs. Social agencies seem more able to give students significant volunteer tasks which allow them to have an immediate impact on their environment.

This model--a field experience in a human service organization 4 days a week combined with a weekly seminar--has proved adaptable to almost any kind of school. What is required is an interested teacher and supportive administrators; the interest of students and needs of agencies are never lacking. Currently, several other schools in the state are running a similar course. The teacher who began CAP in Thief River Falls has transplanted the program to Rochester, and both Mayo and Marshall High Schools will offer it. Others include Eisenhower in Hopkins, Rosemount High School, Henry and Central in Minneapolis, Jefferson in Bloomington, St. Paul Academy, and North Branch High School.

Contact: Cal Lindgren

From a recruitment brochure of the Community Action Program, Rochester Mayo and John Marshall High Schools

MINNEAPOLIS PUBLIC SCHOOLS

CENTRAL HIGH SCHOOL

3416 Fourth Avenue South
Minneapolis, Minnesota 55408

Principal: Joyce Jackson
Enrollment: 1222
Students Involved: 60
Helping the Elderly in Social Studies,
Peer Health Counselors

For the past two years, a 2-hour social studies class has combined class study with community action. During the first year of "Student Community Involvement Project," students worked in a variety of social and educational settings. Last year, however, all students worked in the same social agencies with one age group--the elderly. The community component consists of 3 different involvements with the elderly--working in a nursing home, at a senior citizen high rise, and in the private homes of old people. A community center in the neighborhood serves as the contact point for requests for student help. Two days a week, the students report directly to the community center and receive their job assignments, ranging from washing walls, cutting lawns, shopping, or getting a check cashed. One day a week is spent at a nursing home which mainly serves welfare recipients. The classroom portion is divided into 2 parts: each Friday there is a staff meeting with the supervisor at the community center; on Mondays the focus is more academic, with lectures, readings, and discussions on such topics as the psychology and physiology of aging and death, problems of getting older in a youth-oriented society, and health and economic problems of the elderly.

Students can also function in a unique role at Central--as health educators. These young people must first complete 18 weeks of training before they provide health information to their peers. They give class presentations on birth control, venereal disease, human sexuality, drug use/abuse, provide referrals to other students, and help staff the nurse's office. Elective credit is given for their participation in Teen Age Health Consultants.

Contact: Russ Miller or Marilyn Moorman

FOLWELL JUNIOR HIGH SCHOOL

3611 20th Avenue South
Minneapolis, Minnesota 55407

Principal: Yngve Magnusson
Enrollment: 1,000
Students Involved: 300 (9th grade)
Community Internships

Ninth grade students at Folwell may be excused from their classrooms up to one full day each week to intern in the community on a volunteer basis. Students choose from a wide variety of placements (or invent their own) where they have the chance to explore careers, and to learn and achieve in ways not possible within the school itself. They work in government offices, medical labs, a puppet theater, the airport, nature centers, elementary schools, a wide variety of businesses--and many more.

Students must receive permission from their parents and from all teachers involved before the internship begins and must arrange to make up the class work they miss. The internships last 7 weeks and may be for either a half or full day each week. There is a short orientation at the outset, in which they meet with the program coordinator to discuss goals, responsibilities, arrange transportation (usually feet, bike, or city bus), etc.. Throughout the internship they meet informally with the project coordinator on several occasions. At the conclusion evaluations are made by the coordinator, the adult supervisor, and the student. No formal credit is awarded for participation, but a record of their participation is included in each student's file.

A staff person is assigned full time to coordinate this program--which is now being expanded to include some 7th and 8th grade students as well.

Contact: John Poutinen

HENRY HIGH SCHOOL

2020 - 43rd Avenue North
Minneapolis, Minnesota 55412

Principal: Donald Burton
Enrollment: 1850 (9-12)
Students Involved: 100
Students Renovate a House, Community Service in Social Studies

Each year, Henry students apply their knowledge of industrial arts by renovating a seriously deteriorated house. One staff member's full-time assignment is to supervise students at the building site. Students work on the house either in 2- or 3-hour blocks. The house is secured through an arrangement with the Housing and Redevelopment Authority.

A second community action course is offered through social studies. Students work in a community placement 4 days a week, either in an elementary school or in the "Youth Helping Elderly At Home" Project. As in Minneapolis Central's program, a community center in the area identifies the elderly in need of service. Those people whose ability to maintain an independent life style can be enhanced through the assistance of youthful volunteers are paired with a student.

Contact: Donald Burton

MARSHALL UNIVERSITY HIGH SCHOOL

1313 S. E. Fifth Street
Minneapolis, Minnesota 55414

Principal: Mike Joseph
Enrollment: 1050 (6-12)
Students Involved: 75
Interdisciplinary Wilderness Experience
Doing Psychology, Independent Study

Project AWARE is a 12-week, full-time program which combines knowledge about ecology with wilderness experiences. AWARE has 4 components: a quarter-long project on a topic of special interest to the student such as studying weather patterns, making snowshoes, or wildlife photography; readings in ecology, population trends, and wilderness topics; a daily journal as an aid in reflecting on the experiences and as part of the English requirement, and the outings, including a 3-day back packing trip, 5-day bike trip, 8-day canoe trip, and a day of rock climbing.

A series of courses on "Learning Psychology by Doing Psychology" have been offered for the past several years. The basic format of the courses is to provide significant experience (counseling peers, cross-age teaching, interviewing, early childhood work, etc.) and a systematic analysis of that experience. The rationale behind the program is that intellectual and psychological growth in adolescents can be deliberately promoted through a seminar-practicum combination. In a course entitled "The Psychology of Counseling," students learn active listening, how to read body language, and other counseling techniques. After their initial training, the students conduct counseling sessions with one another.

Through the Off-Campus Learning Experience Program, students with a well-defined project can devote from 1/2 day a week to a full trimester to action-learning. The variety of projects is enormous--from surviving in the northwoods in the winter to a pregnant girl studying child development at home.

Elective credit is awarded based on the quality and extent of the project.

Contact: Mike Joseph

SOUTHWEST HIGH SCHOOL

3510 West 47th Street
Minneapolis, Minnesota 55411

Principal: Byron Schneider
Enrollment: 1750 (7-12)
Students involved: 80
Community Internships, Child Care Practicum, Civic Education

Currently, three courses in the social studies and home economics departments have strong action-learning components. During the next three years, Southwest along with Central High School in Minneapolis have plans to expand action-learning to all curricular areas. The goal of this project entitled, "Affirming Our City Together" (ACT), is to enrich the secondary curriculum through community participation.

Present offerings include:

Student-Community Involvement Project--In this social studies course, students can pursue a career, social or civic interest by spending 2 hours per day in an off-campus learning site. The experiences have been as varied and diverse as young people themselves--interning with a municipal judge, working with an architect, teaching an environmental studies course to second and third graders, working with the police heavy equipment division, preparing a media presentation on impressionistic art, and interning with an alderman. The students meet as a total group 3 times to discuss how to learn from experience, how to become more skilled observers and questioners, and to share their experiences. During the remainder of the quarter, they meet on an individual or small group basis with their teacher. Students can schedule this course any time of the day when they have a 2-hour block.

Child Behavior--All students in this home economics course work 3 days a week in a nursery school and 1 day in an elementary school after a 3-week orientation. The last 2 weeks are spent in the Southwest classroom covering parenthood, the child with special needs, and evaluating the child care facilities in which they work.

Civic Education--In Fall 1975, students at both Southwest and Central can enroll in a course on government and the law held at the new Government Center of Hennepin County. Students will investigate topics such as police--community relations, enforcement of pollution laws, the legal rights of youth, and many others, through a combination of readings and interviews with government, civic and business leaders, observations of court cases and attendance at public meetings and hearings.
Contact: Gordon Halloran or Joan McNaughton

URBAN ARTS/HUMANITIES PROGRAM

Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, Minnesota 55413

Project Administrator: Wallace Kennedy
Enrollment: Open to all Minneapolis students
Students Involved: 23,000 (K-12)
Action Learning Center in Arts and Humanities

This learning center was established to give students in Minneapolis expanded opportunities to actively and creatively learn art, music, dance, drama, writing, photography, and film-making. The Urban Arts Program both brings the world of art into the schools as well as taking students into the studios, theatres, and workshops of Twin City artists. The interaction between artists and young people takes many forms:

In the Art School Without Walls, students may elect to leave their home schools part of each day for a trimester to learn with artists on location. Among the offerings in 1974-75 were: Theatre Technical School, in which staff of the Children's Theatre Company instructed students in set design, lighting, costuming and other technical aspects of theatrical productions. A gymnast, karate master, and two dancers gave a course on Power and Movement, which focused on the development of student creativity through movement and body-developing exercises. Approximately 900 junior and senior high students are involved each year in this segment of the Urban Arts Program.

Students can serve as guides and docents in exhibits and events in local museums and galleries. Part of their duties include exploring with elementary children how these media are used to represent artistic concepts.

The In-School Program brings artists into the schools for short and extended residencies. In 1974-75, the Minnesota Orchestra was at Roosevelt High School. One orchestra member taught a 4-day course on "The Bible as Source," which dealt with music stimulated by Biblical study. John Donahue of the nationally-acclaimed Children's Theatre was the artist-in-residence at South High, where he directed students in an original production.

Summer school at Camp Tamarack in northern Minnesota is the setting for a unique blend of art and the out-of-doors. Some of the offerings include "Sculpture from Deadfall," where the students use what nature provides as the source of the sculpture, "Singing in the Wilderness," and "Legends and Myths," in which students write and produced original plays.

Contact: Wallace Kennedy

WEST HIGH SCHOOL

2808 Hennepin Avenue South
Minneapolis, Minnesota 55408

Principal: Edward Carlson
Enrollment: 1100
Students Involved: 85
Urban Studies

In the Urban Environment course at West High School, the emphasis is less on the problems of the city than on their solution. Students visit locations where people are actively working to improve their environment, learn directly from civic activists, and become personally involved in the social agencies of their community.

The course is scheduled every day during the period before lunch. Two class periods each week are set aside for direct involvement in such places as a nursing home, legal aide office, food co-op, or elementary school. These 2 class hours are unscheduled in compensation for the time some students spend in their placements after school or on weekends. The class meets as a group the other 3 days. One day is used for field trips to sites where citizen, government or private groups are working to solve local problems. Visits include the Cedar-Riverside Complex in Minneapolis (a "new town" in town) food co-ops, a drug treatment program on the Synanon model, and a neighborhood improvement project in an inner city neighborhood--all illustrating different approaches to improving the qualities of life in urban areas. One day is spent with a resource person in class, and the final day is set aside for reflection on the happenings of the week, and preparation for the next.

The teacher creatively uses outside assistance with the class. A neighborhood center and a church organization have helped with placements, transportation, etc., and students who have completed the course have returned as aides during later quarters.

Contact: Louise Androff

One significant reason why schools can develop action learning is that the community needs to use what young people can contribute.

NICOLLET JUNIOR HIGH SCHOOL

400 East 134th Street
Burnsville, Minnesota 55337

Principal: Rudolph DeLuca
Enrollment: 1,550 (6-9)
Students Involved: 240 (9th, some 8th)
Service in the School

At Nicollet Junior High School they have made room for an action learning program through the oldest device in the book - writing it in like a class in the students' schedules. Nicollet uses the quarter elective system, and in addition to the basic requirements, students may choose from a variety of electives including Student Service. Student Service is an option available during 5 of the school's 7 periods, and the student reports to his/her service assignment as he/she would to any other class.

Students choosing the service option may work in either their own school or a nearby elementary school during the selected period. In their own school they assist in the special education or SLBP programs, serve as teacher aides or as tutors. In the elementary school they may tutor, assist in the office, and even work with the custodians or cooks.

Some students are "handpicked" by instructors who encourage them to return to their class as aides, and some "handpick" an instructor whom they must convince of the value of their assistance. Elementary placements may be arranged by the student, but the usual method is for the elementary principal to notify the guidance office of openings, and for counselors to inform interested students of available opportunities.

Coordination of the program is done through the guidance office, with counselors assisting students in finding placements, clarifying responsibilities, and fitting the service into their schedule. Evaluation is done by the adult supervisor. No extra staff is required.

Contact: Ed Thomlinson

'The point is
to live the
questions now,
and then, along
some distant day,
you will
without realizing it,
live into
the answers.'

Kim Bennet, 12 years old, KIDS Magazine

REGINA HIGH SCHOOL

43rd and Wentworth Avenue South
Minneapolis, Minnesota 55409
Total School Commitment to Serve Others

Co-Principals: Sr. Eleanor & Sr. Mary Eileen
Enrollment: 713
Students involved: 250 plus

Located in an urban area of great human need, Regina High School has made service to others a central part of its school mission. The Student Service Learning Program involves all grade levels and all curricular areas in this endeavor. The values they see accruing to students from service activities is evidenced in their statement of aims for the program in which they state that the service program will enable students to:

Develop a sense of responsibility and concern for others
Work with people different from themselves
Experience the value of being needed
Engage in intergenerational dialogue
Engage in activities which prove that one person can make a difference
Participate concretely in the Church's ministry to serve those in need

There are four major components in Regina's service program.

1. A total school dedication that service options be built in departmental courses of study. Each department considers how the knowledge and skills of their subject area can be used to benefit others. Projects which have emerged include:

- students in Consumer Math researched, developed, and printed a guide to citizen action - detailing what to do and where to call for help with problems ranging from fraudulent sales practices to lost pets. They distributed the pamphlet in the neighborhood around the school

- students in home economics established a play school in the building

- students in social studies participate actively in a major citizen action group

Such activities allow students to both learn in real settings and to actively apply their knowledge.

2. Individual Volunteers, with the help of the service coordinator, help meet community needs by commiting a portion of their time (both during and after school) to service at hospitals, rest homes, day care centers, and other situations of need. About 100 students are involved in this way.

3. Service Class. As a part of the sophomore religion program, students can choose in-class religious instruction or a religion-in-action format. Each year about 100 students (about 35 a trimester) choose the latter which involves a service activity of at least 12-weeks duration. The school schedule has been arranged to allow the service class a 2-hour period 1 day a week and a 1-hour period another day. The 1-hour period is used for on-going training, discussion of problems and successes, evaluation, and reflection on the meaning of the experiences. The latter includes not only personal examination, but the study of others who have devoted their lives to serving others. The 2-hour period is for involvement in community service, with most students traveling by bus to target areas of greatest need.

4. Interim Week is used by about 180 students as a time to be intensively involved in service activities.

Periodically, students and staff examine the community to determine where their assistance is most vitally needed. That Regina students are capable of meeting these problems is evidenced by the increasingly large number of requests coming to the school asking for their help.

The service program is staffed by one coordinator, faculty members who include service-learning options in their classes, and other teachers in an advisory capacity.

Contact: Sister Marie Lee

WERE I GOD! O WERE I GOD!
But a man--what can a man do in this world?
A man may weep
A man may curse against the darkness
A man may stand with all his heart's power raised against the enemies of light
And it will change nothing?
Ah, but it could change the world!

Kenneth Patchen

ROSEVILLE SCHOOL DISTRICT

211 N. McCarron's Blvd., Room 101
St. Paul, Minnesota 55113
Trained Student Tutors

District Enrollment: 11,000 (K-12)
Students involved: 300

The current emphasis on individualized instruction, combined with the budgetary problem of many school districts, makes the use of untapped resources - students - an important consideration. The primary goal of Trained Student Tutors is to provide remedial, developmental and enrichment instruction for many students at minimal cost. To meet this goal, more than 300 students in 13 Roseville schools - elementary, junior, and senior high schools - are teaching math and reading skills to younger students. Included in the roster of tutors and tutees are a significant number of underachieving and low-ability students as well as some with behavioral problems.

For the past 3 years, through a Council on Quality Education Grant, a full-time coordinator has been employed to train the tutors, match the tutor with the tutee, provide transportation, and help with supervision. There has been a strong emphasis on training at both the orientation and in-service level. The orientation includes such topics as principles of learning (immediate feedback, positive reinforcement and review), the harmful effects punishment has on learning, coping with negative tutee behavior and developing a friendly relationship between tutor and tutee. When the tutoring has begun, a short discussion period after each session is held in which tutors can talk about mutual problems. Tutors also meet with the tutee's teachers on a regular basis.

There are 2 settings for tutoring sessions. The first setting involves tutors and tutees within the same school. In Edgerton Elementary School for example, all 88 members of the 6th grade class tutor in an individualized reading program, teaching 16 different reading skills. In the second setting, tutors from a junior or senior high school tutor students in elementary schools. The tutors are either released from a refresher math or sophomore English class to tutor twice a week. The students have found their tutoring experience an excellent way to review these skills while at the same time helping someone else learn. A small number have volunteered to tutor during study hall periods. Students receive 1/2 credit for tutoring 5 hours a week both semesters.

During 1975-76, cross-age tutoring will be changed from a volunteer activity in which certain students are taken out of classes or study halls to a credited elective course at both high schools in the Roseville District, Kellogg and Ramsey. Reasons for the change include the difficulty some of the students in the refresher math and sophomore English classes had in completing the assignments missed during their tutoring sessions.

Next year, a new option, Community Involvement Projects, will also be offered to students at Kellogg and Ramsey. The major emphasis of this program will be on service activities, in which students may gain a better understanding of their community by performing a service for it. Placements will include working in correctional institutions, local government offices, the historical society, and environmental agencies. The coordinator of the tutoring program will also be responsible for Community Involvement Projects, and will give a weekly seminar on communication skills, decision-making and problem solving. Credit will be given on an independent study basis.

ST. PAUL PUBLIC SCHOOLS

CENTRAL HIGH SCHOOL

275 North Lexington Parkway
St. Paul, Minnesota 55104
In-School Alternative Program, Independent Study, Students Teach Biology and Produce Plays

Principal: Donald Sonsalla
Enrollment: 1,180

"Responsibility" is not just another four (teen)-letter-word at Central High School in St. Paul. Many things are learned best through doing them, not the least of which is learning to be accountable for one's own actions: in fulfilling the terms of a contract, in directing one's own learning, in sharing one's time, talent, and knowledge with others. In the following action-learning opportunities, students at Central can develop and use this capacity for responsible action.

About 45 students are involved in Quest, an in-school alternative program which is open to all students but which demands high motivation to get and stay in. Students work with the program director and other staff to develop individual and group programs and goals. Typical schedules include one or more regular school courses as well as special Quest programs such as presenting musical or dramatic productions to elementary children, visiting with older persons in the language of the "old country," teaching total units to elementary and junior high youngsters (e.g., astronomy), and even sky diving!

Independent Study options are encouraged to help students become self-disciplined, responsible learners of their "own thing." Again based on interest and motivation than ability, students secure the recommendations of two adults (who may be teachers), an adult advisor, and parental permission. A contract is then worked out with the adult supervisor. Students may pursue purely "book work" or may become involved in studies requiring participation in the community outside the school. Each semester, about 100 students are involved in some kind of independent study. During the 1974-75 school year, several students were also involved in extensive internships in which they spent from half to all of each day for a trimester in a significant community role. Placements included the Como Zoo, the Downtown Public Library, the State Senate, and the Chimera Theater. These experiences were so successful that a new program, entitled Community Action, has been developed to help facilitate more of them.

In 1975-76 these three programs will be under the direction of a single, full-time supervisor, an arrangement designed to both better coordinate the programs and increase the number and variety of opportunities for student participation in the community. The aim for the 75-76 school year is that at least 1/3 of the Central student body will participate in some community action program.

There are also opportunities for action-learning within the context of regular classes. Two examples are:

Children's Literature, an English class in which the focal point of the course is on writing, producing and presenting a play for elementary children;
A Biology course for juniors and seniors in which students may choose, after completing a specific amount of biology class work, to join a cross age teaching group of 5 to 6 students who prepare a mini science unit applying what they have learned. Each group of students is under the direction of a supervisor who acts as a coordinator between the Central instructor and the elementary school. The supervisor is a student who has had the experience of teaching one or more elementary units him or herself.

Finally, the Career Resource Center facilitates much student-community interaction through programs which include a vast array of possibilities for students to spend 1 or more half or full days with a person engaged in a profession trade of interest to them.

Contact: Steve Watson

HARDING HIGH SCHOOL

1540 East 6th Street
St. Paul, Minnesota 55106
Intercultural Studies - English/Social Studies

Principal: James Bothwell
Enrollment: 2,422
Students involved: 200

The Intercultural Studies Program at Harding is unique in several respects, including the fact that it was initiated by a community group. "Parents for Integrated Education" worked with school staff to design the program, and then applied for, and received, a grant from the Council on Quality Education to implement it. The program has operated for 3 years, and will continue without external funding, becoming available in 1975-76 to students from all St. Paul high schools.

Students in the program meet from noon until 3 p.m. every day for a trimester. About 1/3 of this time is devoted to classroom study of the concept of culture, the roots of conflict, and specific cultural styles. The other 2/3 is spent in a more experiential study of culture including simulations, interactions with resource people of varying backgrounds, short-term observations, ethnographic studies and extended internships. All of these are designed to give students real-life acquaintance with facts and ideas which in a strictly classroom context can seldom be more than empty generalities. Another important aspect of the program is the development of critical thinking in the student. Here too, both traditional and more action-oriented techniques are employed to enable students to develop skills in observation, analysis and documentation. Students learn communication and interviewing skills, small group processes, oral history techniques, research methodology, and writing skills - through their journals and projects.

Students have interned in places ranging from the Minnesota Historical Society, to food co-ops, to mental health facilities. In each case, they become a part of that culture and study how these organizations responded to various cultural, ethnic and racial groups. Observations go beyond the usual field trips, with students talking on-site to a variety of people who are involved in or otherwise affected by the cultural institution under study. For example, a trip to the St. Paul Cathedral would be enriched by meeting there with a person who knows about its history, someone who was involved in the political controversies surrounding its construction, someone who long ago had their first communion there, and someone who is involved in current controversies concerning the use of land around the Cathedral. Through all this, students receive a deeper understanding of the Cathedral as a cultural institution and its effect on the community in which it is so important a part.

Students in the program receive 1 social studies credit, 1 English, and 1 independent study credit. The program is staffed by an English teacher, a social studies teacher, student interns from Macalester and Hamline Colleges and by literally hundreds of people in the St. Paul community.

Contact: Mimi Goldstein

Social participation should mean the application of knowledge, thinking, and commitment in the social arena. Programs ought to develop young adults who will say: "I know what's going on, I'm part of it, and I'm doing something about it."

Social Studies Curriculum Guidelines, National Council on the Social Studies

NEW CITY SCHOOL

400 Sibley Avenue
St. Paul, Minnesota 55101
Action-Learning Center

Team Leader: Joan Sorenson
Enrollment: Open to all St. Paul secondary students
Students involved: 800-1,000 per year

The New City School is one of the senior high learning centers established by the St. Paul school system to voluntarily integrate and offer special educational opportunities to St. Paul students. Students from all ten St. Paul high schools attend the New City School on an elective basis. They may attend in the morning or afternoon for 2 1/2 hours, for one trimester. They remain in their home school for the other half day and for the rest of the school year.

The school itself is in a reconditioned building in the heart of downtown St. Paul, but the real classroom is the community outside the school. All the offerings are very action oriented as seen in the brief sketches below.

In the People's Co-op, students spend 3 or 4 days per week in voluntary internships where they might serve as tutors, day care helpers, intern as legal aides, shadow an attorney, be involved in political campaigns or in the political process at City Hall. One or two days are spent in seminar sessions improving communication skills, learning about social agencies, studying human behavior, and sharing and reflecting on their experiences. Students keep journals, evaluate their participation, contract for grades - as well as receive evaluations from teachers and an agency supervisor.

Mass Media and TV Workshop, includes courses in "moviemaking and Still Photography" and "Public Service Video." Students learn the skills required by these media, and use these as a tool for political and social action in the community. Public Service Video is a student operated public access video network offering video tape production and distribution to the school and community groups.

In Minnesota Memories, students are in the community talking and exchanging ideas with older residents who remember Minnesota and St. Paul as they used to be. They research and record, travel and gather, video tape and transcribe, edit and publish a magazine of oral history and the humanities.

Environmental Studies develops and uses camping skills and a scientific laboratory to study both wilderness and urban environments. Lab work, field trips, group sharing, problem solving, and political action are part of the course. Students in the spring trimester have the option of studying the ecology and history of the Mississippi River from a houseboat classroom.

The New City School is part of a network of learning centers in St. Paul which operate on a similar basis. The other centers are: Business Careers Learning Center, Computers Learning Center, Horticulture - Natural Resources Learning Center, Transportation Learning Center, Performing Arts Learning Center and Film in the Cities Learning Center. Each of these strongly emphasize learning through doing, and offer strong models for other schools.

Contact: Jerry Cromer, Peoples Co-op, New City School
Lyle Swanson, Coordinator, St. Paul Learning Centers

There is a touch of irony in the notion that "the city as a classroom" is a novel idea. Cities have been classrooms far longer than schools have been...Now that the city has entered the school in terrifying new and disruptive ways, perhaps we can begin to appreciate how limited in truth our past efforts have actually been...We cannot even keep the evil world at bay. Our task is not to fashion a new syllabus or a new curriculum. Our task is to fashion new kinds of human beings. And here, wonderfully and perversely, we cannot succeed unless we learn to use all of the educative resources that are to be found in our cities. We cannot succeed unless we find ways to use our cities as classrooms.

Stephen K. Bailey

ST. PAUL OPEN SCHOOL

1885 University Avenue
St. Paul, Minnesota 55104
Required Student Service, Political Action, Internship, Travel, Child Care Practicum

Director: Wayne Jennings
Enrollment: 500 (K-12)
Students involved: All, in some manner

The St. Paul Open School was involved in action learning even before it was a "school." That it exists at all is due to an intense citizen effort by parents, students, and professional educators who convinced the St. Paul Board of Education to try the idea, and then pitched in to help plan the program, raise money, and redesign and rennovate an old warehouse into the current home base for the school.

It is difficult to cogently and concisely describe the action components because the program is varied, individualized, and changes often in response to student needs and available resources. What follows is an outline of the kinds of action learning opportunities which are typically available at the school.

School Service is one of the specific program requirements of the Open School. The responsibility of making the Open School work rests with all members of the school community - staff, parents, and students. School Service provides the opportunity for students to help by contributing their time, talents, and energies. Students may fulfill their obligation by tutoring, leading a group, serving on committees, helping in the office, helping the maintenance staff, improving the school environment, being a teacher or advisor's assistant, helping with the visitor program, school patrol, etc. Arrangements are made by each student with his or her advisor.

The Students-in-the-Community program is a major effort to help students learn through direct experience and observation in the community. The program is open to any student over age 12, and placements include nearly any feasible situation of interest to the students. Some students use this program to explore careers, and have shadowed a lawyer, worked with veterinarians, or with professionals in a public relations firm or insurance office. Others combine exploration with service to others and have tutored Spanish-speaking children, assisted in a school for retarded children, etc. Time spent varies from 2 hours per week to 2 days each week, according to the contract made between the student and his/her adult supervisor. Students work out time and transportation arrangements, and, each week, meet with other participants in a 1-hour session with the program advisors.

Action learning is often part of "regular" classes in the school as well. Each year several students develop money-raising projects which help finance a trip to some location with special learning potential. These have included a study of the court system in Chicago, visits to Native American communities in Minnesota, and trips to Gettysburg, New York, and Washington, D.C. Closer to home, students have engaged in social-political action to improve their own living and working environment - such as working to enforce pollution control standards on a nearby industry, and organizing to improve working conditions for newspaper carriers. Students in an Exploring Childhood course combine classroom study of child development with 2 or 3 hours a week of practical experience with young children. Students of all ages can be involved in practical action programs through 4-H and Scouts, which at the Open School are not considered extra curricular, but a part of the regular school program.

In addition to the above kinds of action programs, students are involved in a variety of independent study options, and may also attend any of the St. Paul Learning Center programs described above. Finally, students had the opportunity this past year to be a part of a school exchange program where they spent several days in a school in a smaller Minnesota community and then hosted students from that community in their school and homes.

Contact: Betty Lampland
Joe Nathan

'It is better to ask some of the questions than to know all the answers.'

James Thurber

27

WILSON JUNIOR HIGH SCHOOL

631 North Albert
St. Paul, Minnesota 55104
Science, Math, Theatre, Industrial Arts, Modern Dance, Student Service

Principal: Robert Peterson
Enrollment: 690 (7-9)
Students involved: 170

In general, action learning is more available to senior high students than to the younger adolescent. Both school personnel and community members seem reluctant to allow "immature" junior high students to participate in work and service outside the school. It seems unlikely, though, that an excessively protective and custodial junior high curriculum will promote the qualities necessary for making the young person ready for experiential education in high school. Moreover, the enthusiasm and curiosity of the younger adolescent seem especially well suited to participatory learning.

The experience of Wilson Junior High in St. Paul confirms the notion that 12, 13, and 14 year olds can benefit from community involvement. At Wilson, action learning is considered vital to the school and is encouraged in several curricular areas.

In industrial arts, a toy factory, modeled after Junior Achievement, is created during one trimester. About 20 students go through all the steps of starting a business enterprise - electing officers, selling stock, capitalizing, deciding on a product, setting up work groups, making the product, keeping accurate records, and selling the merchandise. Since the class ends just before the toy season - or Christmas, selling the product is a snap. In another industrial arts class, students build a canoe and auction it off.

Action learning in drama? What better way to learn acting than from professional actors? During 1974-75, a dramatics course was taught by the professional staff of the Chimera Theatre. The class was held at the theatre in downtown St. Paul, and 60 students were bussed there each day for the course. Harding High School, St. Paul, had this program the year before.

A similar model will be used to teach modern dance in St. Paul schools in 1975-76, with Wilson being one of the pilot schools. A professional dance company will be in residence for two weeks and a movement specialist in residence for a month.

Practical application of knowledge is stressed in natural and biological sciences. Courses include "Gardening in the City," "Chemistry in the Kitchen," and "Science in the Out of Doors," with part of the course being held on a farm outside the city.

Making a topographical map of a park is the major activity in a surveying class. In this advanced math course, approximately 20 students learn to use surveying instruments and then apply that knowledge in the field.

Another action learning option is "School Service," in which 7th, 8th and 9th graders tutor both within their school and in nearby elementary schools, as well as work in the school office.

Finally, in Wilson's Open School, the majority of the 60 students enrolled are involved in community studies and projects.

Contact: Jerry Winegar

Action learning provides one way for the pupil to move from the security of the school into the half-feared, half-longed-for world of the adult community; he finds himself involved in real situations, where he can no longer rely on someone else to tell him what to do. In this process he inevitably gains some responsibility and in the process discovers more about his own capacities and potential.

The Schools Council, London

SOUTHLANDS DISTRICT HIGH SCHOOL

Adams, Minnesota 55909
Students as Physical Therapists

Principal: Larry Crocker
Enrollment: 471
Students involved: 55

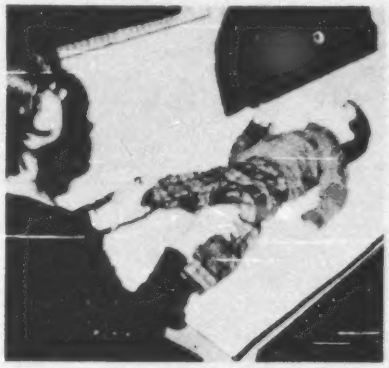
Contact: Jane Stennes

Partly through the efforts of high school students, a special education classroom for severely handicapped children was established and staffed by Southlands District High School in 1973. Because the teenagers' help was considered so vital to the operation of the program, the TMR (trainable mentally retarded) classroom was located in the high school building to eliminate scheduling and transportation problems for the student volunteers. Not only can a larger number of students work directly with the children through this arrangement, but the learning environment for all area teenagers includes day-to-day contact with severely handicapped people. Through such exposures, the fear, confusion and prejudice that teenagers often feel toward persons with disabilities can be altered.

During study periods, students work as tutors, teacher's aides, physical and speech therapists, and are "just friends" to the children. Approximately 1/3 of the 35 volunteers work every day, the remainder volunteering 2 or 3 hours a week. They represent a range of academic levels and career aspirations. Some of the students have been trained to do physical therapy. In the fall, they participate in an intensive full-day workshop at Mayo Clinic. which covers causes and treatment of cerebral palsy as well as instructions on how to do physical therapy. Following the workshop, a physical therapist from a neighboring town visits the school twice a month to give the students further training and supervision.

A new course, entitled "Developmental Disabilities," was begun in 1974-75 for the students who work in the program. It is taught by the special education teacher and deals with mental retardation, epilepsy, and cerebral palsy. Students in this course receive one elective credit; those who volunteer but do not take the course receive no academic credit.

While the service dimension - caring about and taking responsibility for children with special needs - is very strong, the students also view their volunteer work as a way to learn about careers in the health fields. Several have received summer jobs because of their experience: one student directed a summer recreation program for handicapped children, others have secured jobs in nursing homes and with day activities centers. A significant number of the volunteers have pursued training in nursing, physical therapy, social work and special education.



Southlands student doing physical therapy exercises to stretch, strengthen, and loosen muscles.

TWIN CITY INSTITUTE FOR TALENTED YOUTH

c/o Macalester College
1600 Grand Avenue
St. Paul, Minnesota 55105

Director: Charles Caruson
Enrollment: 800 (7-11)
Summer Enrichment Program

At the Twin City Institute for Talented Youth (TCITY), knowledge is not something to be memorized and stored for later use, but is to be tested in action and employed to improve one's immediate world. Sponsored by the Minneapolis and St. Paul Public Schools and other local contributors, TCITY is a summer program which exists to provide talented secondary students a stimulating, challenging, and relevant educational program. Students who reside in Minneapolis or St. Paul, and who have demonstrated special ability and/or particular interest and motivation are eligible to apply.

Courses are offered in nearly all subject areas, with "learning through doing" a common factor in them all. Students in fine arts may create and produce musical plays, perform in an orchestra, engage in modern dance, and write and read their own poetry. Some social science students record the history that's in the heads and hands of senior citizens and produce an issue of the journal Scattered Seeds; others are involved with residents at a state hospital, or with business leaders and government officials; still others may be on an archeological expedition or using video equipment to prepare a documentary on a critical community issue. Math skills are put to use in navigation, contour mapping, ecological sampling, computer programming, and building a geodesic dome. Science students have first hand experiences with wild animals, do environmental testing - and may even take the controls of an aircraft in flight. In these and many other ways, students have the opportunity to both develop and test their capacities to act intelligently and effectively in real life situations.

The Twin City Institute meets 4 to 5 hours daily for 6 weeks each summer. Students do not ordinarily get regular school credit for their participation, but it may be arranged in some cases. The staff is drawn from high schools and colleges throughout the Twin City area. For further detail on the Institute or any of the courses offered, contact Charles Caruson or Bob Rose at the address listed above.

WATERTOWN HIGH SCHOOL

Watertown, Minnesota 55388

Principal: Larry Enter
Enrollment: 296 (10-12)
Students involved: 75
Ecological Studies on a Historical Farm

As an elective, students at Watertown High School are reconstructing and refurnishing a log house. This is just one part of one phase of a much larger project which aims at constructing a 20-acre organic homestead on previously unused district property near the high school.

Each quarter, about 30 students register for either 1 or 2 afternoon hours a week in this course. During this time they may work on the log buildings, build a dry sink, weave a rug or repair a rusted loom. They may write in their journals, plan the next project, or learn how to make a patchwork quilt from older residents in town. Besides the historically accurate reconstruction of the farm, a heavy emphasis is on sound ecology - not just what's wrong, but how to best use our limited resources, and how to develop a life style without heavy emphasis on expensive entertainment, gadgets, and technological trappings.

Future plans include a smokehouse, barn, organic farming, animals, a working windmill, bees for candlewax and honey, and maybe even a solar heat system - combining the best practices of the past with the useful technology of the present and future.

The project is directed by a biology teacher with much involvement by interested people in the community. A Council for Quality Education grant will allow the director to spend full time on this project during the 1975-76 school year.

Contact: Scott Creeger

WORTHINGTON HIGH SCHOOL

1211 Clary
Worthington, Minnesota 56187

Principal: Al Johnson
Enrollment: 900 (10-12)
Students involved: 100
Community Exploration in Social Studies

The Student-Community Involvement Class is a popular social studies offering at Worthington High School. Planned as a small pilot for 1974-75, student interest pushed it into being a full-blown program the first year. Like other classes, it meets one hour per day, 5 days a week, and is conducted by a regular social studies instructor. Unlike the others, however, students in this class spend 4 of these days in the community, and 1 in the classroom where they have a chance to discuss and enlarge upon what they have experienced in the community.

The course begins with a 2-week orientation in which students work on skills in observation and communication, discuss value issues, and otherwise prepare for their approaching experiences. The involvement segment is divided into 3, 3-week units. The first segment is focused on occupational exploration. Each student chooses at least one occupation which interests him as a possible career. For the duration of the unit 4 of the 5 class hours are spent observing and/or engaging in that occupation under adult supervision. Students may work with a lawyer, architect, pharmacist, florist, accountant, engineer, mechanic or retailer. Others are placed at City Hall, a radio station, veterinary clinic, an elementary school, the newspaper, and many more.

In the second unit, students are involved with their city government. During the 1974-75 year, they conducted a survey for the city council getting citizen opinion on what the priorities should be for council action. The results of the survey were presented to the council and played a critical role in the decision-making process. Throughout this, and the other units, students attend a variety of community meetings.

For the third unit, students work in a number of community agencies, both learning about the agency, and offering their assistance to handicapped persons, pre-school and elementary children, retarded persons, and the elderly.

In addition to the above mentioned course, students at Worthington can receive elective credit for tutoring in the elementary schools or junior high school.

Contact: Jim Gay, Bill Johnson, Al Swanson

A major function of education is to induct youth into the community and its way of life. But "inducting" youth is the process of helping them develop their place, as young adults actively participating in the total political, economic, cultural, and recreational aspects of life. The way to induction is through gradually increasing participating in the school and larger community, beginning with adolescence or earlier, and with respect to more and more facets and functions of society. And this is exactly what youth needs. I see this need as a strongly motivating force that can be connected through reflective action, to the enhancement of knowledge, attitudes, and skills developed through the entire educational program of the school.

Herbert A. Thelen

A POTPOURRI OF PROGRAMS AND IDEAS

In Aitkin, students out of study hall may earn credit toward graduation by helping in the library, in elementary classrooms - and some by working with the community liaison officer.

As part of a required science course, all 6th and 7th graders at Apple Valley Middle School work 15 hours (1/2 day for one week) in an ecology project. With 860 students a year, a lot of hard work can be done. Some examples include planting over 5,000 trees, cleaning up Lake Allamagnet, planning and building nature trails, and teaching residents of the area how to care for trees.

In Austin, students in the Child Development Class work in a day care center. Others can earn Independent Study credit with a well-defined community project - usually for credit beyond those required for graduation (in some cases, with consent of instructor it may be in lieu of a regular class).

Student involvement in the community is a large and growing part of the school program at Bemidji High School. In addition to vocational/career options, Bemidji offers a Service to School and Community program in which students may earn one-half an elective credit by volunteering their time and talents to those who need them. There are nearly 200 students in the program. Most work in an elementary, junior, or the senior high school as tutors and teacher aides. Others do volunteer service in the community outside the school. Plans for the future include a Students as Involved Citizens program designed to expand these, and introduce new, options to the point where eventually every Bemidji graduate will have some direct experience in at least one sector of the Bemidji community.

At Benson High School, an unusual scheduling arrangement encourages action learning. Students are on an 8-period day. They are required to take 6 credits per semester to fulfill the graduation requirement of 18 credits. Students are further encouraged to have only 1 study hall period, and thus may reserve their 7th period for a non-academic program. This "7th period" experience will be recorded on their transcript, but does not count as part of the graduation requirement. The time may be used for personal enrichment (such as piano lessons), to provide a service to the school or community, or to involve themselves in other approved activities they feel are beneficial to them as individuals. Student activities have included service as teacher aides in elementary, junior and senior high school, tutoring students with special needs (after some initial training), helping in a program for retarded children, and observing occupational careers of interest to them.

At Bloomington Jefferson, students in the Applied Psychology class work directly with other individuals a minimum of 3 hours a week, giving students and teacher some real situations around which to center their study (and use) of psychology.

At Burnsville High School, the Community Learning and Service Program provides a vehicle for students (mostly seniors) to earn elective credit for carefully planned learning activities carried on outside the school day. An interested student presents his/her idea to an advisor and together they refine it and work out specific goals and objectives. Students may work in a community agency (nursing home, hospital, government center, e.g.), or plan a variety of activities around a given theme such as "Culture centers in the Twin Cities," or "How decisions are made in my community." Each quarter a faculty member is relieved of one class assignment to advise the program.

Junior high students in the Anoka-Hennepin School District logged 3,000 hours of tutoring in just six weeks. Sixty-three students - without credit - spent 4 hours each day during the summer, teaching and tutoring elementary children in everything from remedial math to art. The course, organized and taught by a school counselor from Jackson Junior High in Champlin, included 10 hours of orientation and weekly in-service sessions. During the school year, 9th graders at Jackson can volunteer to teach 7th and 8th grade students within their own school. During 1974-75, approximately 75 students used their own study hall time (without credit) to help others.

In Cloquet, the "Community Classroom" makes it possible for twelfth grade students to have first-hand experiences in professional careers of interest to them. Students whose career needs are not met by the traditional vocational programs are helped to arrange non-paying internships where they'll work directly with professionals in such places as a veterinary clinic, with industrial chemists in a large refinery, and in other community locations. Students do not receive credit in the program, but may have their schedules rearranged to facilitate their participation.

In Eden Prairie High School, students earn Independent Study credit through a variety of

activities: tutoring, working in a nursery school, interning with the Village's Public Works Department. In an extracurricular project, the Ecology Club planted some 9,000 seedlings in the village last year.

Approximately 1/3 of the student body at Edina East Secondary School performs non-student roles in their own school. 295 are student aides and are primarily engaged in clerical duties in the office, in the printing and audio-visual departments, and work directly with teachers. 87 students with special training tutor in both the junior and senior high buildings on the Edina campus. Both the student aides and the tutors receive one credit for 5 hours of service per week. There is no distinction between service credit and course credit at Edina. An independent study program called Family Designed Learning also allows students to participate in action learning. A student, in cooperation with his parents and adviser, works out a project proposal. Students have worked in a wide variety of places including mental hospitals, at Souls Harbor, and at a legal rights center.

In Grand Rapids, the senior high curriculum includes a "Challenge English" class in which out-door activities (wilderness experience, work on a farmstead) are used as an impetus to learning and practicing communication skills. There are also two career-oriented volunteer programs: the school nurse supervises a nurse and orderly aide program at the County Hospital, and the assistant superintendent advises a Teaching Experience program where students assist in elementary classrooms. Both the latter are 2-hour courses with work-related elective credit.

At South Junior High in Hopkins, the hour just before lunch has been reserved for a variety of elective courses. One option features community service, and this group of students (self-named "The Streakers") helps elderly citizens near the school with their yard work, plants trees, does clean-up work for the city, and whatever else they can find that seems worth their attention and effort.

Nearly 100 of Kenyon's 475 students are involved in service activities. About 50 students assist in the elementary school, mostly as tutors, while another 25 assist teachers and office personnel in their own school. Credit is available through both these programs. As part of their F.H.A. activities, 25 students spend time in a nursing home with an "Adopted Grandparent" program.

Oakland Junior High in Lake Elmo has a "Student Cadet" program in which 8th and 9th graders are released from study hall to perform a wide variety of tasks around the school. Both student and teacher sign a contract which spells out mutual responsibilities. The program is coordinated through the counseling office.

Too small for an action learning program? Lancaster, with seventy-five students (10-12) offers a credited elective course called "Social Leadership." Tenth, eleventh or twelfth graders are eligible to take this year-long course in which students test and develop their capacity to accept responsibility by filling school roles from cook to math tutor. Each 9 weeks they change assignments. The program is run by the principal who provides orientation, evaluation, and on-going guidance and encouragement. In return, he receives satisfaction - and some badly needed help around the school!

The Lonsdale - New Market - Veseli Area School is instituting a comprehensive volunteer program with three distinct components: 1) volunteers coming into the schools to tutor, teach units in their field of expertise, and serve in a variety of other ways; 2) students going into the community to participate in service activities; 3) a special effort to have students involved with senior citizens so they can share their experience, knowledge, and love with younger people both inside and outside of the classroom. A single coordinator has responsibility for all parts of this volunteer program which, in 1975-76, will be aided by a matching fund grant from the Minnesota Bicentennial Commission.

In Henry Sibley High School, Mendota Heights, the Social Studies Lab (SSL), provides a rich opportunity for direct student action. SSL is a one semester, two hour per day program for fifty juniors and seniors and two teachers. The primary goal is to create a democratic learning community without subject matter boundaries. Within this community, many students choose to participate and learn "on location" at a nature center, newspaper office, youth hotline, law or veterinary office - or may work with senior citizens, retarded children or pre-schoolers. Students make a commitment to continue at least one quarter, keep a journal, and participate in special seminars relating to their experiences.

At Minnetonka High School, the School Within A School (SWAS) program has for several years provided alternative learning experiences for Minnetonka students. Participants in this program can learn in a variety of modes from structured classes to a wide range of experiences outside of the school.

Central Middle School is a flexibly scheduled school in Montevideo. Here students earn

discretionary use of their independent study time by meeting certain standards of behavior and scholarship, and through a citizenship requirement of 4-6 hours of service to the school or community every six days. Each student signs up with a responsible adult who helps supervise him/her in his/her service as monitor, volunteer janitor, nursing home aide, observer at city hall, or something similar.

At Morris High School, some 60 students volunteer their time to visit older people in a nearby nursing home and senior citizens' high rise, or help out in a nursery school. No credit is given, but students are released from study hall to participate.

At Edgewood Junior High School in Mounds View, about 90 students participate in Community Quest. This program began in 1970 with the purpose of introducing students "to the concept that education takes place everywhere . . . not just within the four walls of a classroom." These "other learning places" include hospitals, businesses, industries and elementary schools. The largest number of students serve as elementary tutors, a role in which they are enthusiastically received. Placements vary from one or two day placements, to others that involve several hours a week for a full nine week session. Each student works out his/her goals with a staff member, arranges transportation, is responsible to an adult supervisor, keeps a log, and participates in an evaluation of the experience. For some extended experiences, credit can be arranged.

For the past three years, many 8th and 9th grade students at Plymouth Junior High School (Robbinsdale Area School District) have been serving as volunteers to two elementary schools. In this Big Brother/Big Sister program, elementary children with academic, social or personal problems are referred by their teachers. Big Brothers and Big Sisters from Plymouth spend 2 1/2 hours a week, during school hours, at the elementary school, working with their Little Brother or Little Sister on the problems identified. At present, there are 37 Big Brothers and Big Sisters in this program which is coordinated by the school social worker.

As a follow-up to the course in Human Biology, 11th and 12th graders at Apollo High School in St. Cloud may sign up for a Health Careers Internship. Under the direction of Apollo faculty and the professional staff at St. Cloud Veterans Hospital, students spend about three hours a week (during Independent Study time) in volunteer assignments with hospital physicians, nurses, medical technologists, psychiatrists, physical therapists and other health professionals. Each week, one other hour of this science elective is spent learning about the training requirements, duties, salaries, and employment possibilities in these fields.

At Saint Paul Academy and Summit School, experience and reflection are equally a part of the Community Projects course. Students spend two two-hour periods a week for five weeks in a volunteer service agency, a government office or business firm. They also meet as a class at regular times to receive information and reflect on their experience. Students receive instruction in systematic observation and data gathering, read books and articles related to their field experiences, keep a journal, and both make and receive a final evaluation of their participation. Students receive social studies credit for this course.

Each year, nearly 200 students enroll in a course called School and Community Service at Stillwater High School. The majority are involved in tutoring in elementary schools. Students can choose the days, the hours, and the number of credits they want to earn. Credit is awarded according to the number of hours accumulated, with 60 hours of volunteer work equal to 1/2 credit. The maximum a student can earn is 1 1/2 credits per year. Transportation problems are almost non-existent due to 2 unique arrangements devised by the Stillwater schools. The senior high and the four elementary schools share the cost of a bus which picks up and delivers the tutors. It starts out at the senior high on the hour, drops students at the four schools, and then picks them up again in time for their next class. A social studies teacher's half-time assignment is the coordination of this course. An elementary counselor coordinates the program in the receiving schools.

Because of overcrowding at Stillwater High School, next year the school will be cut down to four days. Each day, 20% of the students will be off. A full-time coordinator will help students find activities to fill the extra day. It is hoped that a larger number of students will choose community service, internships, and other action-learning projects. The coordinator will also program recreational activities.

At Tracy High School, action learning is an established part of the science curriculum. Several times a semester, the Environmental Studies class meets in the nearby state park where they not only observe, but become involved in park projects such as setting up new trails. The class meets first hour, and the instructor has second hour open so he can be with the class this extra time when it is needed. During 1975-76, Tracy, Hutchinson, and Marshall High Schools will be implementing their versions of "Project

Adventure" which will involve teachers from science, English, and physical education in a comprehensive program stressing wilderness survival, outdoor recreation, and study of the natural environment. Students in this program will receive science credit.

An action-centered science course at Waseca High School is unique in that it actually started out as a 4-H project. A 4-H club became very interested in pollution, particularily of water resources around Waseca. Their study of the problem, and efforts to find solutions, drew considerable attention, and provided the stimulus for incorporating these efforts into a regular class at the high school, where more students could be involved.

Mariner High School in White Bear Lake came up with an imaginative way to identify field sites for community service and career exploration. They offered a summer course in which the student's primary activity was to develop a catalog of learning stations. Not only did the students give their school an important resource, but they themselves learned a great deal about the people and places in their own community. They also gained skills in interviewing, writing consisely and clearly, and organizing information. The resource file will be used during 1975-76 to enrich the existing curriculum by providing teachers and students with optional community experiences.

RESOURCES

National Studies of Youth

American Youth in the Mid-Seventies, Conference Report, NASSP, 1972.

The Greening of the High School, Weinstock, ed., New York: IDEA-EEL, March, 1973.

National Panel on High Schools and Adolescent Education, U.S. Office of Education, 1974 (summarized in *Resources for Youth Newsletter*, Vol. IV, No. 2, March, 1975).

The Reform of Secondary Education, National Commission on the Reform of Secondary Education, July, 1973: New York: McGraw-Hill, 1973.

Requirements for Health Development of Adolescent Youth, Center for Youth Development and Research, University of Minnesota, *Adolescence*, Vol. VII, No. 31 (Fall, 1973) (prepared for Office of Child Development, HEW).

Youth: Transition to Adulthood. Report of the Panel on Youth of the President's Science Advisory Committee, June 1973, Chicago: University of Chicago Press, 1974.

Organizations

Center for Youth Development and Research
University of Minnesota
325 Haecker Hall
St. Paul, Minnesota 55108
Diane Hedin, Assistant Director

Information on action-learning programs in Minnesota, including program descriptions, curriculum ideas, classroom activities, and specific ideas for short-term and long-term community experiences. The Center sponsored the Student Community Involvement Project from 1972-75, and will continue to work with action-learning program, including a course entitled "Action Learning for Secondary Students," University of Minnesota Youth Studies 5-130.

National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091
Scott D. Thomson, Associate Secretary for Research

NASSP maintains a file of over 2,000 secondary schools with work and service programs. Information and advice to NASSP members seeking assistance with action-learning is available. The Association sponsors conferences, and publishes material on action-learning through its monthly *Bulletin* and occasional monographs.

National Commission on Resources for Youth
36 West 44th Street
New York, New York 10036
Judge Mary Kohler, Director

A clearinghouse for programs of youth participation in the school and community. NCRY maintains a file containing more than 800 descriptions of projects in which young people are performing significant or unusual activities in their communities, and 1-3 page summaries are available. The Commission publishes a useful, free quarterly newsletter, *Resources for Youth*, and has video tapes and films on youth participation.

National Student Volunteer Program
ACTION
800 Connecticut Avenue N.W.
Washington, D.C. 20525
Jean Carney, Director

NSVP provides service to student volunteer programs on high school and college campuses. Training sessions for directors and advisors of volunteer programs are held periodically through the year. On site consultation is provided to programs in need of direct assistance. An excellent journal, *Synergist*, is published three times a year and available without cost to educators.

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Action-Learning: A Report of NASSP's Wingspread Conference, NASSP Bulletin, Vol. 58, No. 385, November, 1974.

Dewey, John, *Experience and Education*, New York: Collier Books, 1963.

High School Courses with Volunteer Components, Washington, D.C.: National Student Volunteer Program, 1974, ACTION Pamphlet 4000.14.

High School Student Volunteers, Washington, D.C.: National Student Volunteer Program, 1972.

New Roles for Youth in the School and the Community, National Commission on Resources for Youth, New York: Citation Press, 1974.

Newmann, Fred M., *Education for Citizen Action: Challenge for the Secondary Curriculum*, Berkeley: McCutchan Publishing Corp., 1975.

Thelen, Herbert A., *Education and the Human Quest*, Chicago: University of Chicago Press, 1960.

Twenty-Five Action Learning Schools, Reston, Va.: National Association of Secondary School Principals, 1974.